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| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | |
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| **Reading: Literature** | **Learning Target** |  |
| 1 | I can site strong and thorough textual evidence that supports my inferences and analysis. | RL 1-1 |
| 2 | I can determine the theme of a text. | RL 2-1 |
| 2 | I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events. | RL 2-2 |
| 2 | I can give an objective summary of a text. | RL 2-3 |
| 3 | I can analyze how complex characters develop through the text, interact with other characters, advance the plot, or develop the theme. | RL 3-1 |
| 4 | I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text. | RL 4-1 |
| 4 | I can analyze the impact word choice has on the meaning or tone of a text. | RL 4-2 |
| 5 | I can analyze how an author’s choices about text structure, event order, and time manipulation, create effects such as a mystery, tension, or surprise. | RL 5-1 |
| 6 | I can analyze a point of view or cultural experience as reflected in a work from outside the US. | RL 6-1 |
| 7 | I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each. | RL 7-1 |
| 9 | I can analyze how an author draws on or transforms source material from a specific work (allusion). | RL 9-1 |
| 10 | I can read and comprehend literature at the nine-ten grade span; reading literature appropriate to my grade level and skill. | RL 10-1 |

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| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | |
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| **Reading: Informational Texts** | **Learning Target** |  |
| 1 | I can cite strong and thorough textual evidence that supports my inferences and analysis of the text. | RI 1-1 |
| 2 | I can determine the central idea in a text, and analyze how its development and how it emerges and is shaped through details. | RI 2-1 |
| 2 | I can give an objective summary of the text. | RI 2-2 |
| 3 | I can analyze how an author unfolds an analysis or series of events. | RI 3-1 |
| 4 | I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 9 or 10 text. | RI 4-1 |
| 4 | I can analyze the impact of word choice on the meaning or tone of the text. | RI 4-2 |
| 5 | I can analyze how an author’s ideas or claims are developed or refined by specific parts of the text. | RI 5-1 |
| 6 | I can determine the author’s point of view in a text. | RI 6-1 |
| 6 | I can determine the author’s purpose for writing a text. | RI 6-2 |
| 6 | I can analyze how an author uses rhetoric to advance his point of view or purpose. | RI 6-3 |
| 7 | I can analyze accounts of the same subject told in a different medium, determining which aspects are emphasized in which medium. | RI 7-1 |
| 8 | I can delineate and evaluate the argument and specific claims of a text. | RI 8-1 |
| 8 | I can assess whether an author’s reasoning is valid and whether he has enough relevant evidence to support the claims he makes. | RI 8-2 |
| 8 | I can identify false statements and fallacious reasoning. | RI 8-3 |
| 9 | I can analyze seminal US documents based on how they address related themes and concepts. | RI 9-1 |
| 10 | I can read and comprehend informational text appropriate for the 9-10 grade span. | RI 10-1 |

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| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | | |
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| **Writing** | **Learning Target** | |  |
| 1 | I can write arguments to support claims of substantive topics or text, using valid reasoning, relevant, and sufficient evidence, where I:   1. Introduce precise claims, distinguish my claims from opposing claims, and create an organization that establishes clear relationships, 2. Develop claims/counterclaims fairly, supplying evidence for and pointing out strengths and limitations of both sides, 3. Use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships, 4. Establish and maintain in a formal style and objective tone, and 5. Provide a concluding statement or section that flows from the presented argument. | | W 1-1 |
| 2 | I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,   1. Introduce a topic, organize complex ideas to make connections, including formatting, graphics, and multimedia when useful, 2. Use well-chosen and relevant facts, definitions, details, and quotations or other examples to develop the topic, 3. Use appropriate, varied transitions to create cohesion and clarify relationships 4. Use precise language and vocabulary to manage the complexity of the topic, 5. Establish and maintain a formal style and objective tone, and 6. Provide a concluding statement or section that supports the information presented. | | W 2-2 |
| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | | |
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| **Writing** | **Learning Target** | |  |
| 3 | I can write a narrative to develop real or imagined events using effective technique, details, and well-structured sequence, where I:   1. Set out a problem or situation, establish a point of view, introduce a narrator and/or characters, and create a smooth progression of events, 2. Use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events, experiences, and characters, 3. Use a variety of techniques to sequence events so they build on one another, 4. Use precise words and phrases and sensory details and language to convey experiences, events, setting, and characters, and 5. Provide a conclusion that follows the form and reflects on the narrated events. | | W 3-1 |
| 4 | I can produce clear, coherent writing in which the development, organization, and style are appropriate for 9th and 10th grade tasks, purposes, and audiences. | | W 4-1 |
| 5 | I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches. | | W 5-1 |
| 6 | I can use technology to produce, publish, and update my own work, and shared writing projects. | | W 6-1 |
| 7 | I can conduct short or sustained research projects, that answer specific questions or solve a problem. | | W 7-1 |
| 7 | I can narrow or broaden my search when appropriate. | | W 7-2 |
| 7 | I can synthesize multiple sources on a subject and demonstrate the subject under investigation. | | W 7-3 |
| 8 | I can synthesize multiple sources (print and digital) and assess credibility and accuracy of those sources. | | W 8-1 |
| 8 | I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism. | | W 8-2 |
| 8 | I can follow a standard format for citation in my work. | | W 8-3 |
| 9 | I can use evidence from literature to support analysis, reflection, and research in my writing. | | W 9a-1 |
| 9 | I can use evidence from informational text to support analysis, reflection, and research in my writing. | | W 9b-1 |
| 10 | I can write for a range of time, tasks, purposes, and audiences. | | W 10-1 |
| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | | |
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| **Writing** | **Learning Target** | |  |
| 1 | I can write arguments to support claims of substantive topics or text, using valid reasoning, relevant, and sufficient evidence, where I:   1. Introduce precise claims, distinguish my claims from opposing claims, and create an organization that establishes clear relationships, 2. Develop claims/counterclaims fairly, supplying evidence for and pointing out strengths and limitations of both sides, 3. Use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships, 4. Establish and maintain in a formal style and objective tone, and 5. Provide a concluding statement or section that flows from the presented argument. | | W 1-1 |
| 2 | I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,   1. Introduce a topic, organize complex ideas to make connections, including formatting, graphics, and multimedia when useful, 2. Use well-chosen and relevant facts, definitions, details, and quotations or other examples to develop the topic, 3. Use appropriate, varied transitions to create cohesion and clarify relationships 4. Use precise language and vocabulary to manage the complexity of the topic, 5. Establish and maintain a formal style and objective tone, and 6. Provide a concluding statement or section that supports the information presented. | | W 2-2 |
| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | | |
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| **Speaking and Listening** | **Learning Target** |  | |
| 1 | I can prepare for a class discussion and participate by referring to my findings during discussion. | SL 1a-1 | |
| 1 | I can follow agreed-upon rules for class discussion, track progress towards stated goals and define individual roles if needed. | SL 1b-1 | |
| 1 | I can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others. | SL 1c-1 | |
| 1 | I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and justify or change my views in light of new ideas and information. | SL 1d-1 | |
| 2 | I can integrate multiple sources of information while evaluating the credibility and accuracy of each source. | SL 2-1 | |
| 3 | I can evaluate a speaker’s point of view, reasoning, or use of evidence. | SL 3-1 | |
| 3 | I can identify fallacious reasoning or exaggerated evidence. | SL 3-2 | |
| 4 | I can clearly and concisely present important findings and supporting evidence so listeners can follow the line of reasoning. | SL 4-1 | |
| 4 | I can present information where the organization, development, substance, and style are all appropriate to my purpose. | SL 4-2 | |
| 5 | I can strategically use digital media to enhance understandings and add interest. | SL 5-2 | |
| 6 | I can adapt my speech to a variety of tasks and contexts. | SL 6-1 | |
| 6 | I can demonstrate a command of formal English when appropriate. | SL 6-2 | |

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| **9th and 10th Grade Language Arts Learning Targets- Common Core** | | |
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| **Language** | **Learning Target** |  |
| 1 | I can use parallel structure. | L 1a-1 |
| 1 | I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing. | L 1b-1 |
| 2 | I can use a semicolon to link two or more related independent clauses. | L 2a-1 |
| 2 | I can use a colon to introduce a list or quotation. | L 2b-1 |
| 2 | I can spell correctly. | L 2c-1 |
| 3 | I can use an appropriate style manual to write and edit my work. | L 3a-1 |
| 4 | I can use context clues to figure out word meanings. | L 4a-1 |
| 4 | I can identify and use patterns of word changes that indicate meaning/part of speech. | L 4b-1 |
| 4 | I can use reference materials to determine pronunciation, meaning, part of speech, or etymology of a word. | L 4c-1 |
| 4 | I can verify what I think a word means by looking it up. | L 4d-1 |
| 5 | I can interpret figures of speech in context. | L 5a-1 |
| 5 | I can analyze the roles of a figure of speech in a specific text. | L 5a-2 |
| 5 | I can analyze nuances in the meaning of words with similar denotations (meanings). | L 5b-1 |
| 6 | I can use vocabulary appropriate to 9th and 10th grade topics. | L 6-1 |
| 6 | I can use resources to gather word knowledge when needing a word important for comprehension and/or expression. | L 6-2 |